Mathematics
Second Grade

	CONTENT	SKILLS	ASSESSMENTS
September - November	**UNIT 1: Number Sense and Operations** • What are some different ways we can count? • What strategies do we use to add/subtract? • How can we use combinations of 10, doubles, and other benchmark numbers to help us add/subtract? • How can we share problem solving strategies with others? ------- • Relationship between addition and subtraction • Number combinations of 10 and doubles • Strategies for adding and subtracting • Multiples of 5 • Money as a model for counting by 5s and 10s	• Become familiar with number combinations of 10 and doubles • Share mathematical thinking • Develop strategies for adding and subtracting 2 or more numbers • Skip count by 2s, 3s, 5s, 10s • Solve problems and record solutions clearly • Match addition and subtraction notation to real world situations • Use the 100 chart as a tool for problem solving	• Teacher observation • Anecdotal records • Number Sense and Operations Unit assessment • End-of-Year Benchmark Assessment (begin) • Student discussion • Teacher determined checkpoints
December - January	**UNIT 2: Statistics and Probability** • How can we collect, record, and represent data about ourselves? • What are some similarities and differences between sets of related objects? -------- • Sorting and classifying information • Collecting, reporting, and representing data	• Use Venn diagrams to represent data • Collect and record survey data • Compare two data sets • Create graphs	• Teacher observation • Anecdotal records • Statistics and Probability unit assessment • Student discussion • Teacher determined checkpoints

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	CONTENT	SKILLS	ASSESSMENTS
January – February	**UNIT 3: Geometry** • How can I describe, create, and recreate shapes? • What is an array? • What is symmetry? ------- • Composing and decomposing 2-D shapes • Exploring 3-D Shapes	• Sort, describe, and identify shapes by various attributes • Visualize, construct, draw, and describe rectangular arrays • Explore and identify symmetry	• Teacher observation • Anecdotal records • Geometry unit assessment • Student discussion • Teacher determined checkpoints
March	**UNIT 4: Number Sense and Operations** • How can I add and subtract one-, two-, and three-digit numbers? • How can I use what I know about number patterns, multiples of 5 and 10, doubles, and tens facts to help me add and subtract two-digit numbers? ------ • Developing models of addition and subtraction situations • Developing ways to approach different sorts of addition and subtraction situations • Adding strings of numbers by "chunking" or grouping numbers that go together	• Solve problems using numerical reasoning • Record solutions clearly • Write stories that reflect addition and subtraction equations • Develop strategies for comparing two numbers • Know and recognize coin and bill values	• Teacher observation • Anecdotal records • Number Sense and Operations unit assessment • End of Year Benchmark Assessment (continue) • Student discussion • Teacher determined checkpoints

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	CONTENT	SKILLS	ASSESSMENTS
April	**UNIT 5: Measurement** • How do I measure objects? • Which is longer, shorter, heavier, lighter, and how can I prove/check this? • How do I tell time? ------ • Measuring length and weight • Telling time • Estimation	• Use standard and nonstandard units to measure length and weight • Tell time by ½ hour and five minute intervals • Estimate measurements	• Teacher observation • Anecdotal records • Measurement unit assessment • Student discussion • Teacher determined checkpoints
May	**UNIT 6: Data** • What is data? • How do we collect, organize, represent, and compare data? ------ • Collecting data • Organizing numerical data • Creating representations • Interpreting data	• Collect and record data using tallies • Display data in pictographs and bar graphs • Compare and interpret data in terms of describing quantity	• Teacher observation • Anecdotal records • Data unit assessment • End of Year Benchmark Assessment • Student discussion • Teacher determined checkpoints